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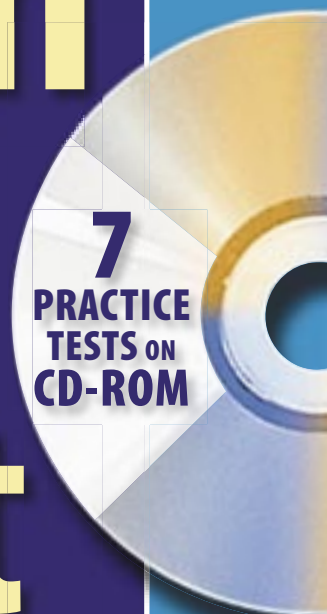
iBT

Internet-Based Test

Cambridge Preparation for the TOEFL[®] Test

Fourth Edition

Jolene Gear • Robert Gear



7
PRACTICE
TESTS ON
CD-ROM

Complete test preparation

-  Seven complete practice tests on CD-ROM
-  A diagnostic test and three practice tests in this book
-  Over 200 skill-building exercises
-  Integrated-skills tasks
-  Grammar, vocabulary, and pronunciation practice
-  Test-taking strategies
-  Sample essays and speaking responses
-  An extensive listening program available

LEARNER STRATEGIES

Learner Strategies help students choose a test-preparation approach that fits their personal learning style.

When you begin to study for the TOEFL test, it is worthwhile to plan your approach to preparing for the test and stick to that plan. You may want to consider the following activities.

Analyze your strengths Reflect on what skills you are good at, what strengths you used to master those skills, and how you can use those strengths to reach your goals for the TOEFL test.

Identify your learning style Think about how you learn best. Use this knowledge to plan study sessions that fit your style of learning. Think of other learning styles and how they could fit into your approach to enhance your learning.

Motivate yourself Motivation refers to your desire to do something. Your motivation could be driven by external goals. For example, you may want to receive a score that will help you get into a prestigious university. Motivation can also be driven by internal goals. For example, you may want to study because you love foreign languages and want to improve your English. Find out what your motivations are to study for the TOEFL test, and make a list. Refer to it often.

Set goals Goal-setting is an important process. You should set goals that are specific, challenging, and attainable. Set long-term goals, then come up with a list of smaller steps that lead toward attaining them. Use these steps to build a “goal map” of short-term goals that lead to your final goal.

Plan your study schedule Find time in your schedule that can be set aside for longer periods of concentrated study. Also, identify activities in your daily routine that can be combined with learning. For example, you can give 45-second speeches to yourself when you take a shower or practice thinking to yourself in English while you are commuting.

Check your progress Keep track of your progress and modify your study plans accordingly. Periodically review your goals and see if they need to be more challenging or more accessible.

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Exercises LS1–LS13 Use Exercises LS1–LS13 to reflect on and develop your learning strategies.

EXERCISE LS1 *Identifying your strengths*

Think of a skill you are good at. Write it below.

I am good at _____

How do you know that you are good at the skill? Check (✓) all the reasons that apply.

I know this because . . .

- ☐ I have won awards or prizes.
- ☐ I got a good grade in school.
- ☐ I have been praised for it.

Building Supporting Skills Section

Part 1 Building Supporting Skills

EXERCISE LS9 Assessing your skills

The charts below list the skills you need to succeed on each section of the TOEFL test. For each skill, rate yourself on a scale from 1 to 5. Check (✓) the box.

1 = poor 2 = weak 3 = average 4 = good 5 = excellent

Reading section

Think about the reading passages you completed in the Diagnostic Test as you rate yourself on each of the reading skills below.

	1	2	3	4	5
I understand the general topic of a passage.					
I understand the overall meaning of a passage.					
I understand inferences.					
I can draw conclusions.					
I understand the main ideas.					
I understand the details.					
I understand most words in context.					
I know the words that are given as choices to the vocabulary items.					
I understand the pronoun references and other phrases that refer to other parts of the passage.					
I understand long and complicated sentences.					
I am good at picking out the important parts of a passage.					
I understand how the grammar of a sentence conveys meaning.					
I can summarize a passage in my own words.					
I can complete tables based on the information in the passage.					
I understand how connecting words join the ideas between sentences.					
I can recognize restatements of the information in a passage.					
I understand the connection of ideas for inserting information.					
I recognize when information has not been included in a passage.					

Assessment charts help students analyze their strengths and weaknesses.

Listening section

Think about the passages you heard in the Diagnostic Test as you rate yourself on each of the listening skills below.

	1	2	3	4	5
I understand the general topic of a passage.					
I understand the overall meaning of a passage.					
I understand inferences.					
I can draw conclusions.					
I understand the main ideas.					
I understand the details.					
I understand most words in context.					

Building Supporting Skills Section

Part 1 Building Supporting Skills

EXERCISE P8 *Planning a study strategy*

Plan a strategy for improving your pronunciation and speech patterns.

1. The pronunciation features I need to work on:

2. What I am going to do to improve and how I am going to do it:

3. How I am going to evaluate my progress:

GRAMMAR: ASSESSING YOUR SKILLS

A Grammar Structures Checklist directs students to appropriate exercises in the book to strengthen problem areas.

Although grammar is not directly tested on the TOEFL iBT test, the effective use of a variety of basic and complex structures will raise your scores in the speaking and writing sections. In addition, the more solid your understanding of grammatical structures, the more successful you will be in comprehending the reading and listening passages and responding to the tasks. Thus, a good grasp of grammatical structures will improve your overall TOEFL score.

Look at the Grammar Structures Checklist below. It lists the key topics in English grammar that students need to have a good understanding of in order to be successful in English and perform well on the TOEFL test. You will use this checklist in some of the exercises in this section. You can also use it to keep track of your progress, or you can give it to an English speaker to help you check your English usage. Make extra copies of the checklist before you begin.

Grammar Structures Checklist

- ☐ 1. Word forms: Confusion between forms of nouns, verbs, adjectives, and adverbs (See Grammar Review: Word Forms, p. 82.)
- ☐ 2. Incomplete sentences: Missing essential subject, verb, phrases, or clauses that complete the idea (See Grammar Review: Clauses and Sentence Structure, p. 87.)
- ☐ 3. Basic sentences: Missing parts of the sentence or incorrect word order (See Grammar Review: Word Order, p. 126.)
- ☐ 4. Joining parts of speech: Incorrect joining of nouns, verbs, phrases, clauses, or sentences (See Grammar Review: Parallel Structures, p. 115.)
- ☐ 5. Subject/verb agreement: Confusion of singular and plural use between subjects and verbs (See Subject-Verb Agreement, p. 106.)
- ☐ 6. Verb-tense agreement: Confusion of the verb tense and the context of time (See Verb Tenses, p. 102.)
- ☐ 7. Noun-clause formation: Incorrect choice of clause marker, position of clause in the sentence, noun clause as subject/verb agreement, faulty relationship to independent clause (See Noun Clauses, p. 89.)

Reading

Each of the four sections of the new TOEFL iBT test is presented in its own section of the book.

The Reading section of the TOEFL® iBT test measures your ability to understand written academic English. You will be asked to read three to five passages and answer 12–14 comprehension questions about each passage. All the information needed to answer the questions can be found within the passage. It is not necessary for you to have any prior knowledge about the topic in order to answer the questions.

Most questions in the Reading section of the TOEFL test are worth one point. The last question in each set is worth more than one point. If a question is worth more than one point, this will be stated in the directions to the question.

The Reading section is divided into 2–3 separately timed parts. The tool bar on the computer screen will allow you to see the total number of questions within each part and the number of the item you are answering. There will also be a clock that shows the number of minutes and seconds you have left in each part. You can hide the clock at any time by clicking on the **Hide Time** icon.

When reading a passage, you may see a word or phrase underlined in blue. If you click on the underlined word or phrase, a definition or explanation will appear.

After reading an entire passage, answer the questions that follow. When you want to go on to the next question, click on **Next**. You can also click on **Back** to go back to the previous question. Try to answer all the questions in order. However, within each part you can choose to skip a question and go back to it later. Click on **Review** to see which questions within the Reading part you are in you have already answered. You can go back to questions that you want to reconsider or that you have skipped.

Skill-building and test-taking strategies presented in each section give valuable study tips.

Strategies to Use for Building Reading Fluency

1. Read extensively.

The more you read, the better reader you will become. Read on a variety of topics in order to build your vocabulary. The larger your vocabulary, the less time you will need to spend trying to understand unfamiliar words and the more time you will have to understand the material presented in the text.

2. Read challenging material.

Read material that challenges you. If you always read things that are easy for you, you will not develop your ability to read more difficult material.

3. Read about topics commonly found on the TOEFL test.

The reading passages on the test concern subjects taught in colleges and universities: science, technology, the social sciences, and the humanities. Choose reading material that will give you experience reading about these subjects and help you become familiar with the concepts and vocabulary commonly used in these fields.

Reading Section

Part 2 Building Skills

3. Summary This question type contains six answer choices. You are asked to select three of the choices and drag and drop your three choices next to bullets. This question type is worth more than one point. These items appear as follows:

TOEFL ReadingQuestion 12 of 28ReviewVolumeHelpBackNextShow Time

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

Drag your answer choices to the spaces where they belong. To remove an answer choice, click on it. To review the passage, click on **View Text**.

The passage describes various guidelines for increasing aircraft passenger survival in the case of an emergency landing.

-
-
-

Answer Choices

Remind yourself that almost 90 percent of airline accidents are survivable.	Take all carry-on luggage with you when you evacuate the plane.
Put your hands on your ankles and keep your head down.	Wear your safety belt during the flight.
In case of fire, cover your face with a damp towel or piece of clothing.	Wait until the escape slide is fully inflated before jumping onto it.

Computer screens familiarize students with the appearance and functionality of the new TOEFL iBT test.

4. The technique of using wind power to grind grain between stones to produce flour is ancient and was widely practiced. Exactly where the first windmill was constructed is unknown, although certainly the Persians ground corn more than 2,000 years ago. **A** Tradition has it that the knowledge spread to the Middle East and from there to Northern Europe during the Middle Ages. **B** The power of the wind replaced animal power in several regions of Europe where millwrights became highly skilled craftsmen and rapidly developed the technology. **C** In England the device became a ubiquitous feature of the landscape, and by 1400 there were 10,000 windmills concentrated in the southeast part of the country, each capable of grinding 10,000 bushels of grain a week. Starting in the nineteenth century the mill started to decline in importance with the advent of steam power. **D** By the mid-twentieth century few working mills remained in use, but in recent years efforts have been made to restore and maintain these romantic souvenirs of a bygone age.
- The Dutch in particular made considerable improvements and used windmills to pump water as well as to produce flour.**

Mini-tests throughout each section check students' progress in specific skill areas.

Reading Mini-Test 2

Check your progress in understanding connections (Exercises R4–R8) by completing the following Mini-test. This exercise uses a question format similar to the one used in the Reading section of the TOEFL iBT test.

Select the correct answer.

Questions 1–3

In the twentieth century, architects in large cities designed structures in a way that reduced noise and yet made living as comfortable as possible. **A** They used such techniques as making walls hollow and filling this wall space with materials that absorb noise. Thick carpets and heavy curtains were used to cover floors and windows. Air conditioners and furnaces were designed to filter air through soundproofing materials. **B** However, after much time and effort had been spent in making buildings less noisy, it was discovered that people also reacted adversely to the lack of sound. **C** Now architects are designing structures that reduce undesirable noise but retain the kind of noise that people seem to need. **D**

- The word "They" in the passage refers to
 - cities
 - structures
 - architects
 - techniques
- According to the passage, making walls hollow and filling this wall space with materials that absorb noise results in
 - filtered air
 - a lack of sound
 - an adverse reaction to noise
 - a reduction in undesirable noise

Listening Mini-Test 1

Check your progress in understanding natural speech, following the flow of information through referents and connecting words, and identifying the topic of the conversation or talk (Exercises L1–L12) by completing the following Mini-test. This exercise uses a format similar to the one used in the Listening section of the TOEFL iBT test.

Listen to the passage. Then answer the questions by choosing the letter of the best answer choice.

Now get ready to listen.

START ►

Questions 1–3

Listen to part of a discussion between two friends.



1. What are the people discussing?

- ☐ (A) Getting presents
- ☐ (B) Purchasing books
- ☐ (C) Attaching bar codes
- ☐ (D) Working in a library

2. What is the woman referring to when she states, "that sounds like fun"?

- ☐ (A) Unwrapping presents
- ☐ (B) Unpacking books
- ☐ (C) Having a birthday
- ☐ (D) Logging in books

3. Which duty does the man like the least?

- ☐ (A) Logging in books
- ☐ (B) Attaching the bar code
- ☐ (C) Opening boxes of purchased books
- ☐ (D) Entering the data into the computer

Mini-tests throughout the Listening section show the types of photos and computer screens that students will see on the test.

Listening Section

Listening

Exercises L13–L17 Use Listening Exercises L13–L17 to develop your skills in understanding details. (For further information and practice, see Practice with Understanding Details and Recognizing Paraphrases, pp. 178–180; and Exercises R9–R14 and Reading Mini-test 3, pp. 180–198.)

Exercises pinpoint specific skill sets and refer students to other sections of the book for further reference and practice.

EXERCISE L13 Understanding restatements

You will hear a statement. Choose the answer that gives the same information as the spoken statement.

You hear:

Minute as atoms are, they consist of still tinier particles.

- (A) Atoms are made up of even smaller particles.
- (B) Small particles consist of minute atoms.

You should choose A because it gives the same information in different words.

START ►

1. (A) In Homer's time, the people used many old words from the Kápathos dialect.
(B) The people in Kápathos use many words that were used in Homer's time.
2. (A) In 1783, a Frenchman made the first manned flight in a hot-air balloon.
(B) In 1783, a Frenchman made a twenty-five-minute flight in the first hot-air balloon.
3. (A) The Aztec word for "beautiful bird" is "quetzal," which means "tail feather."
(B) The Aztec word for "tail feather" is the name given to one of the world's most beautiful birds – the quetzal.
4. (A) After an all-night march, 22 men stormed onto the Luding Bridge, thus cutting off the escape route of Mao Tse-tung's forces.
(B) After an all-night march, 22 men captured the Luding Bridge to secure an escape route for Mao Tse-tung's forces.
5. (A) Centers were established to relieve those people stricken by the drought.
(B) The drought-stricken areas set up many relief centers.
6. (A) The human past has been revolutionized by our concept of recently discovered fossils.
(B) Our concept of the human past has been revolutionized by recently discovered fossils.
7. (A) In March 1783, explorers had not been able to locate the island that was vividly described in the captain's log.
(B) In the captain's log, dated March 1783, is the vivid description of an island that explorers have been unable to locate.
8. (A) That numerous dead fish, dolphins, and whales have been spotted off the East Coast was reported by the authorities.
(B) The authorities have spotted and reported numerous dolphins, whales, and dead fish off the East Coast.

STOP ■

LISTENING

The Speaking section begins with a description of the six speaking tasks in this new section of the TOEFL iBT test.

Speaking

The Speaking section of the TOEFL® iBT test measures your ability to communicate orally. There are six speaking tasks on the test. They are divided into two types: independent speaking tasks and integrated speaking tasks.

Independent tasks

The independent speaking tasks measure your ability to speak about topics that are familiar to you. There are two independent speaking tasks: a personal preference task and a personal choice task. For each one, you will hear the speaking task and see it on the screen. You will then have 15 seconds to prepare your response and 45 seconds to speak.

The personal preference task asks you to state and support a personal choice from a particular category, such as activities you enjoy, events, or important people and places. The personal choice task asks you to make and support a choice between two contrasting behaviors or actions.

Integrated tasks

The integrated speaking tasks measure your ability to combine information from several sources in a spoken response. You do not need any prior knowledge of the topic in order to do these tasks. There are four integrated tasks: two reading/listening/speaking tasks and two listening/speaking tasks.

Reading/listening/speaking tasks

The integrated reading/listening/speaking tasks are divided into two categories: a campus situation topic and an academic topic. For each, you will have 45 seconds to read a short passage. You will then hear a related passage. You may take notes. You will have 30 seconds to prepare your response and 60 seconds to speak.

The campus situation task requires you to read a passage that addresses a campus-related issue. You will then listen to a conversation between two people who discuss the issue. You will be asked to use the information from the reading and the conversation to summarize the speakers' opinions about the issue within the context of the reading passage.

The academic task requires you to read a passage that discusses an academic topic in a general way. You will then listen to a classroom lecture that provides examples and specific information that expand upon the reading passage. You will be asked to combine and convey important information from the two sources.

Listening/speaking tasks

The integrated listening/speaking tasks are divided into two categories: a campus situation topic that presents a problem and possible solutions, and an academic course topic that you will be asked to summarize and explain. For each, you will listen to a passage. You may take notes. You will then have 20 seconds to prepare your response and 60 seconds to speak.

Speaking Section

Fully integrated reading/listening/speaking tasks prepare students for the new integrated tasks on the TOEFL iBT test.

START ►

1. (narrator) The University of the Rockies is planning to tear down a building on campus. Read the announcement about the demolition of the building. You have 45 seconds to read the announcement. Begin reading now.

TOEFL Speaking

Question 1 of 8

VOLUME 4

Reading Time: 45 seconds

The University Board of Trustees has decided that the Old Main classroom building should be demolished to make room for a new fine arts center. The proposed building would serve the university drama, music, and art majors. Besides classrooms, the building would contain several stages – a main stage for visiting groups and major productions and two smaller stages for experimental theater classes – a large concert hall and many practice rooms, and an exhibition hall with a permanent collection of artwork and space for students' temporary shows as well as many workrooms. The heating and cooling system will be provided by green energy.

(narrator) Now listen to two students as they discuss the announcement.

TOEFL Speaking

Question 1 of 8

VOLUME 4



A progress bar is located at the bottom of the video frame.

SPEAKING

Writing Section

Writing

Exercise W44 Practice responding to the integrated writing task

You have three minutes to read and take notes from each reading passage. Then you hear a related lecture. You may take notes. Try to write a 150- to 225-word response to the question in 20 minutes. This is the amount of time you will be given to complete the integrated writing task on the TOEFL test. Type your response on a computer.

1.

TOEFL Writing

Question 1

VOLUME ? NEXT

HIDE TIME 00:03:00

Investigations made at laboratories in the various parts of the world indicate that apes are capable of understanding language and using linguistic responses at the level of young children. Just because these animals do not have the physical apparatus for producing the speech, we should not assume that they cannot understand and learn language. According to researchers who have worked closely with apes, when these animals are given other means to communicate, they do indeed show sophisticated communicative abilities. These researchers provide evidence of gorillas using signs to show humor, to insult, to threaten, to produce metaphorical language, and to engage in fantasy play.

Washoe, an adult chimpanzee raised as if she were a deaf child, was able to translate words she heard into American Sign Language. Another study consisted of teaching a chimpanzee named Kanzi how to communicate using a keyboard of symbols. This study compared the series of stages that a human child goes through with those of Kanzi. Kanzi moved through these stages in much the same way as children up to a particular stage of development.

START ►

(narrator) Now listen to part of a lecture on the topic you just read about.

TOEFL Writing

Question 1

VOLUME ? NEXT

HIDE TIME 00:03:00



STOP ■

WRITING

Writing tasks are presented in the format that students will see on the new TOEFL iBT test.

Practice Test 2

Two complete practice tests in the back of the book simulate the TOEFL iBT test and provide opportunities for students to practice their skills in a timed, test-like environment.

READING SECTION DIRECTIONS

In this section, you will read three passages and answer reading comprehension questions about each passage. Most questions are worth one point, but the last question in each set is worth more than one point. The directions indicate how many points you may receive.

You have 60 minutes to read all of the passages and answer the questions. Some passages include a word or phrase followed by an asterisk (*). Go to the bottom of the page to see a definition or an explanation of these words or phrases.